Maryland State Department of Education Home - Link Activity Locator

Kindergarten

READING (1.0): ENGLISH LANGUAGE ARTS

Students examine, construct and extend the meaning of a variety of self-selected and assigned text (traditional and electronic) by applying a range of reading strategies and analytic techniques.

Reading is an interactive, recursive process in which students examine, construct, and extend meaning from life, language, print and non-print experiences. Students read for literary experiences, to gain information, to perform tasks, and for enjoyment. Beginning readers develop phonemic awareness, letter-knowledge, phonics, word recognition, and story comprehension. Proficient readers construct, extend, and examine their initial understanding when reading a variety of texts. They develop self-monitoring and self-correcting strategies to comprehend, evaluate, and respond to what they read. As students develop as readers, the texts that they read increase in complexity, as does the degree of fluency and independence with which they are expected to read.

	Standard	No.	Page
1.3.1	**Concepts of Print and Structural Features of Text**	2	3, 10
1	Follow words from left to right and top to bottom.	7	1, 5, 6, 7, 8, 11, 60
2	Identify the front and back covers and title page of a book.	2	2, 8
3	Differentiate letters from words.	6	4, 9, 11, 12, 13, 47
4	Match oral words to printed words.	13	4, 5, 7, 9, 42, 43, 46, 48, 55, 56, 57, 59, 75
5	Recognize that printed materials provide information.	3	27, 44, 79

	Standard	No.	Page
6	Recognize and use common text features including headings, key words, illustrations, maps, charts, and captions to gain meaning from text (MLO.R.2.2.3, MLO.R.3.2.4).	13	7, 8, 39, 70, 71, 72, 76, 85, 86, 87, 88, 89, 98
7	Evaluate common text features (MLO.R.2.4.1).	1	73
1.3.2	**Phonemic Awareness**	1	50
1	Distinguish beginning, middle, and ending sounds in words.	9	28, 29, 30, 31, 32, 33, 34, 35, 36
2	Distinguish long and short vowel sounds.		
3	Identify and produce rhyming words.	3	49, 53, 54
4	Blend vowel-consonant sounds, consonant blends, and vowel-vowel sounds to make words or syllables.		
5	Add, delete, and change target sounds to change words.		
6	Track auditorily each word in a sentence and each syllable in a word.	4	51, 52, 58, 84
7	Segment words into individual sounds, including consonant blends.	4	28, 29, 30, 48
1.3.3	**Alphabetic Principle**		
1	Recognize and identify all shapes and upper- and lowercase letters.	17	12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 80, 81
2	Associate all consonant and vowel sounds and consonant blends to appropriate letters and combine these sounds into recognizable words.	4	34, 35, 50, 81

	Standard	No.	Page
1.3.4	**Cueing Systems**		
1	Know and use common (e.g., -ill, -ate) and complex (e.g., -ight) word families to decode unfamiliar words.		
2	Read high-frequency and common, irregular sight words (e.g., have, said, the, of).	10	37, 38, 62, 63, 64, 65, 66, 67, 68, 69
3	Recognize compound words, contractions, common abbreviations and common syntax.		
4	Read root words (e.g., smile) and their various inflections (e.g., smiles, smiling, smiled).		
5	Recognize the distinct features of letters and words.	9	39, 40, 41, 50, 55, 56, 57, 82, 83
6	Generate the sounds from all the letters and letter patterns.		
7	Use context to determine the meaning of words (semantics).	12	42, 43, 62, 63, 64, 65, 66, 67, 68, 69, 77, 78
1.3.5	**Comprehension and Interpretation of Informational Text**		
1	State a purpose for reading (MLO.R.2.1.3, MLO.R.3.1.1) and identify who would use the text (MLO.R. 3.1.4).		
2	Follow simple written instructions and describe the importance of specific steps in a set of directions (MLO.R.3.2.5).	1	85
3	Relate prior knowledge and experience to literal and inferential information found in text (MLO.R.1.3.3, MLO.R.2.3.1, MLO.R.3.3.1).		

	Standard	No.	Page
4	Know and use different focusing, monitoring and assessing reading strategies (e.g., finding information to support particular ideas) to comprehend text.		
5	Ask clarifying questions concerning essential textual elements of exposition (e.g., why, how) and demonstrate comprehension by pinpointing answers in text.		
6	Summarize the text (MLO.R.2.1.1).		
7	Determine author's purpose (MLO.R.2.1.2, MLO.R.3.1.2).		
8	Extract appropriate and significant information from text, including problems and solutions, major points (MLO.R.1.1.3, MLO.R.2.1.4)., and identify central ideas in the text (MLOR.3.1.3).		
9	Distinguish between cause and effect, and fact and opinion (MLO.R.2.2.5).		
10	Interpret information from diagrams, charts, and graphs (MLO.R.2.2.1, MLO.R.3.2.3).	1	74
11	Reorganize information from the text into different forms (charts, drawings, or graphic organizers), (MLO.R 2.2.4; MLO.R.3.2.2).	3	70, 71, 72
12	Compare and contrast information in different texts (MLO.R.2.2.2, MLO.R.3.2.6).		
13	Compare and contrast information in text with prior knowledge (MLO.R.3.3.2).	1	73
14	Restate information from the text (MLO.R.3.2.1).		
1.3.6	**Evaluation of Informational Text**		
1	Explain the connections between illustrations and text and how they support the text (MLO.R.3.2.7).		
2	Evaluate directions for clarity (MLO.R.3.4.1) and identify additional information needed to perform the task (MLO.R.3.2.8).		

	Standard	No.	Page
3	Evaluate common text features (MLO.R.3.4.2, MLO.R.2.4.1).		
1.3.7	**Reading Fluency**		
1	Read story passages silently and aloud with fluency, accuracy and appropriate intonation and expression.		
1.3.8	**Independent Reading**		
1	Self-select and read at least 25 grade-level appropriate books annually for independent reading for a variety of purposes (e.g., for literary experience, to gain information, to perform a task, for enjoyment).		

LITERATURE (2.0): LANGUAGE ARTS

Students interpret and analyze the meaning of literary works from diverse cultures and authors by applying different critical lenses and analytic techniques.

Literature is a written, visual, and oral art form that represents cultural history and the human experience. The study of literature requires students to apply the processes of reading, writing, listening, and speaking. The technologies of film, recording, and computer graphics create opportunities for contemplating literature in a broad sense. The study of literature expands experience, promotes critical thinking, and leads to an appreciation of the beauty and richness of language.

Works of literary merit actively engage students in social and historical issues and events. They help students to interpret surroundings, feelings, and ideas and to understand that all humans share common bonds. Literary works for study should reflect many classic and contemporary traditions, and should be drawn from diverse writing styles and points of view that reflect the concerns of both genders and a wide range of ethnicities and cultures.

	Standard	No.	Page
2.3.1	**Characteristics of Literary Genres**		
1	Identify the characteristics that define the literary genres of poetry, drama, and prose.		
2.3.2	**Comprehension, Interpretation and Analysis of Text**	1	96
1	Identify themes in fictional works and relate them to prior experience or the experiences of others (MLO.R.1.3.2, MLO.R.2.3.2).	6	90, 91, 92, 93, 95, 97

	Standard	No.	Page
2	Identify the elements of plot, character, and setting in literary works (MLO.R.1.1.2) and use these elements in their own stories.		
3	Recognize a regular beat and similarities of sounds in words in responding to rhythm and rhyme in poetry.		
4	Distinguish between cause and effect, and fact and opinion (MLO.R.1.2.1).		
5	Summarize stories, plays, poems (MLO.R.1.1.1).	9	45, 87, 91, 92, 93, 94, 95, 97, 98
6	Explain the connections between illustrations and text and how they support text (MLO.R.1.2.2).	2	97, 98
2.3.3	**Comparison of Literary Text From Diverse Cultures**		
1	Compare and contrast different versions of the same stories reflecting different cultures (MLO.R.1.2.3) (e.g., the way people live, view themselves, and view others).		
2	Identify basic plots of classic myths, folk tales, legends, and fables from around the world and connect them to prior experience or the experiences of others (MLO.R.1.3.1).		
2.3.4	**Evaluation of Literary Works**		
1	Evaluate the author's use of various techniques to influence the reader's feelings and attitudes (MLO.R.1.4.1).		
2	Evaluate the appropriateness of a title (MLO.R.1.4.2).		

WRITING (3.0): LANGUAGE ARTS

Students produce informational, practical, persuasive, and narrative writing that demonstrates an awareness of audience, purpose, and form using stages of the writing process as needed (i.e., pre-writing, drafting, revising, editing, and publishing).

Writing is an interactive, recursive process used to convey thoughts, feelings, and ideas. People use writing to learn, to clarify thinking, to enhance experiences, and to reflect, influence, and preserve culture. Students become competent writers by writing frequently for a variety of audiences and for a variety of purposes. They engage in activities that help them generate ideas, explore others' reactions to and interpretations of their writing, and consider suggestions for revising and for editing their writing.

	Standard	**No.**	**Page**
3.3.1	**Organization and Focus**		
1	Group related ideas and maintain a consistent focus (MLO.W.1.1, MLO.W.2.1, MLO.W.3.1).	2	40,41
2	Develop a topic sentence and supporting sentences (MLO.W.1.2, MLO.W.2.2, MLO.W.3.2).		
3	Use relevant descriptions, including sensory details, personal experiences, observations, and research-based information to make a topic or message clear to the reader (MLO.W.1.3, MLO.W.2.3, MLO.W.3.3).	1	60
3.3.2	**Research**		
1	Recognize and use the organizational features of research resources such as encyclopedias, computerized (card) catalogs, almanacs, and periodicals to locate relevant information.		

	Standard	No.	Page
3.3.3	**Revision and Evaluation of Writing**		
1	Improve the clarity and focus by revising writing based on given or self-generated criteria, and on others' responses (MLO.W.1.4, MLO.W.2.4, MLO.W.3.5).		
2	Provide an oral or written explanation of decisions about the topic, use of words, and/or details.		
3	Prepare writing for publication by purposefully using drawings, legible handwriting (cursive or manuscript), labeling, and graphics (electronic or traditional).		
3.3.4	**Personal Narrative Writing**		
1	Write to express personal ideas in stories, poems, plays, and other writing that: * convey a message; * include well-chosen detail to develop the impressions (MLO.W.3.4).	3	59, 60, 61
3.3.5	**Practical Writing**		
1	Write a friendly letter that addresses the knowledge and interests of the recipient (MLO.W.1.6, MLO.W.2.5) and is complete with date, salutation, body, closing, and signature.		
3.3.6	**Informational Writing**		
1	Write summaries that contain the main ideas of a reading selection and the most significant details.		
2	Write descriptions that move through a logical sequence of events (MLO.W.1.5).		
3.3.7	**Persuasive Writing**		
1	Write to persuade an intended audience by organizing a compostion that: * establishes a position; * supports the position with organized and relevant evidence (MLO.W.2.6).		

	Standard	No.	Page
3.3.8	**Independent Writing**		
1	Write independently for an extended period of time to produce at least five final products in different writing contexts (e.g., narration, description) annually.		

LANGUAGE (4.0): LANGUAGE ARTS

Students understand and use the structures and conventions of the English language (i.e., vocabulary, spelling, grammar, mechanics, and usage) in their oral and written communications.

A language is a system of sounds, vocabulary, semantics, syntax, and conventions for use. A language evolves as it is influenced by changes in society, other languages, and technological innovations. Language is basic to human life as it enables people to preserve historical and cultural traditions and to generate and communicate ideas and emotions as listeners, speakers, readers, viewers and writers. Most students come to school knowing the rudiments of language. As students progress through their education, they extend their use of the English language with continuous practice, adapting language to a variety of formal and informal situations. Facility with language enhances student competence in all academic areas. Through systematic study, students come to understand the structure of English and regularly apply conventions of standard English spelling, mechanics, grammar and usage.

	Standard	No.	Page
4.3.1	**Acquisition and Application of New Vocabulary**		
1	Use prior word knowledge such as prefixes and suffixes to determine the meaning of words.		
2	Monitor texts for unknown words using sentence and word context to find meaning.		
3	Use resources such as dictionaries and thesaurus to determine the meaning of unknown words.		
4	Use prior knowledge of individual words in unknown compound words to predict their meaning.		

	Standard	No.	Page
4.3.2	**Comprehension and Application of Standard English Language Conventions**		
1	Identify and use standard English language conventions correctly to communicate clearly, including * sentence structure (e.g., simple, compound, complex sentences) * punctuation (e.g., end marks, commas in a short series) * capitalization (e.g., countries, names, months) * usage (e.g., subject/verb agreement by number) (MLO.L.1.1).		
2	Use language appropriate for a specific audience, purpose, and context (MLO.L.1.2).		
3	Spell correctly: assigned high-frequency and pattern words in their own writing (MLO.L.1.3).		

LISTENING (5.0): LANGUAGE ARTS

Students demonstrate effective listening to learn, process, and analyze the meaning of information.

Listening is an active, purposeful part of the communication process that goes well beyond hearing. Receiving, attending to, assigning meaning for, responding to, and remembering aural messages are important aspects of listening. People use listening for many reasons, including for appreciation, information, conversational purposes, and for reflection. Students need to learn and apply listening strategies in every classroom. By improving listening skills, students become better communicators.

	Standard	No.	Page
5.3.1	**Active Listening Strategies**		
1	Demonstrate active listening strategies such as managing barriers to listening, orienting to speaker, making visual contact, asking questions, following directions, and responding to cues.		
5.3.2	**Comprehension and Analysis**		
1	Determine a speaker's general purpose (e.g., to inform, to persuade, to entertain).		
2	Identify the sounds, segments, rhythms, and patterns of language.		
3	Gather and convey information from listening (e.g., retelling, asking questions, relating prior knowledge, summarizing, following a set of multistep directions).		
4	Use simple memory techniques (e.g., mnemonic devices, rhyme, personal experiences, visualizing).		

SPEAKING (6.0): LANGUAGE ARTS

Students communicate effectively in a variety of situations, with different audiences, purposes, and formats.

Speaking is a powerful tool used for personal, academic, professional, and social purposes. The changing world demands that speakers participate effectively in diverse communities and situations. To become effective speakers, students not only need strategies for spoken communication but also to gain confidence through risk-taking and practice. Students need opportunities to grow as speakers by seeking and participating in a variety of experiences through formal and informal oral communication. Through these experiences, effective patterns are established making it possible to communicate complex thoughts in speech.

	Standard	No.	Page
6.3.1	**Organization and Delivery Strategies**		
1	Speak clearly enough to be heard and understood in a variety of situations for a variety of purposes.		
2	Recognize verbal and non-verbal techniques useful in communication.		
3	Use props in oral presentations.		
6.3.2	**Oral Presentations**		
1	Speak in a variety of situations to inform and/or to relate experiences.		
2	State a position and support it with details.		
3	Assume and present the role of a character.		
4	Plan and deliver effective oral presentations (e.g., participate in dramatic presentations).		

Standard	No.	Page
6.3.3 **Evaluation of Oral Presentations**		
1 Participate in peer review of oral presentations with teacher guidance.		